



Adult ed organizations working for you

For the first time, MPAEA (Mountain Plains Adult Education Association, www.mpaea.org) partnered with COABE (www.coabe.org) to host its annual conference, held last month in San Francisco. About 1,300 adult educators participated in sessions that spanned four days.

Thanks to participants' creative planning and ride- and room-sharing, Nevada was well represented! Our state provided the fourth largest contingent and many Nevadans shared their expertise, including Connie Barker and Rhea Watson (CALL program); Sheramy Barry, Tünde Csepelyi, Gail Hettich, and Joy Zimmerman (TMCC); Angela Andrade and Teri Zutter (WNC); Jeanine VanDeVort (Washoe County School District); and Ken Zutter (claimed by all).

The Nevada Adult Educators organization (www.nvadulted.org/) an affiliate of MPAEA, has been busy as well, offering three Webinars — free to members — on social media since November. All three organizations offer professional development and networking opportunities; they also support and promote adult education and provide advocacy alerts and information.



Nevadans stand tall at COABE/MPAEA Conference

State Adult Education Director Brad Deeds was installed as MPAEA President for 2011-12, and WNC instructor Angela Andrade took home Nevada's Award of Excellence.

Angela moved from part-time ELL instructor in 2005 into the only full-time teaching position in WNC's Adult Literacy & Language program in just five years. "She grew into a 'Master' Teacher in record time," said Program Director Teri Zutter.

"In the fall of 2007, she launched ELT 101, an English Language Transitions course. She determined the curriculum, created the course content, and taught the first class to 38 students; she had an 84% retention rate. Even more impressive was the attendance — students attended 88% of the total available hours!

"She has since tailored the course, creating success for students on every level. Students have gone on to take credit classes at the college, become outspoken advocates for themselves, gotten jobs, and been promoted. Most importantly, they have developed the confidence and skills to meet any challenge in our society."

Angela began teaching college preparation credit English classes for WNC in the fall of 2008. The word was out about the structured English teacher who made students work hard and guided them through the learning process with kind words, honest feedback, and extra resources. Soon native English speakers joined the ESL students in her classes. Angela was also instrumental in the development of the highly effective GED Boot Camp, motivating other programs to try it out. "What a gift she has been to students in Northern Nevada," said Teri.

Angela is the type of student-focused teacher who feels she gets more than she gives. Reflecting on the past six years, she said, "The concept of becoming a teacher virtually overnight was surreal and scary, but any nervousness that I had that first day dissipated within minutes of meeting the students. They are the best! In my short time in the field, I have had the great fortune to work with English language learners and those seeking to obtain their GED. The experience of helping people achieve their goals and witnessing their lives change is a gift. Teri told me that I would get bitten by the adult education bug. Well, it's official, I'm infected and there is no cure!"

Brad is the kind of guy who preferred we focus this space on Angela and WNC. 'Nuff said!

Help with online job applications

LINCS provides Discussion Lists around 11 different topics. To subscribe, visit <http://lincs.ed.gov>.

An associate professor recently posed this problem to the LINCS English Language Discussion List: “Is anyone else dealing with the problem of helping students with online job applications? Many companies now seem to accept only online applications, including for jobs that require little or no literacy. Each application is different enough, and some of them lengthy enough, that it's difficult to cover this topic in a class lesson or two and expect students to

transfer their experience from one application to the next.

“That leaves one-on-one or small group tutorials when students need help filling out these applications. I've found myself spending more than three hours helping my ESL students complete one application. We have career counselors in our school, but they seem overwhelmed by how long it takes as well. I'd appreciate hearing about any successful ways of coping with this problem.”

Here's some of what she heard:

- Barbara Sabaj said she had used two simple practice sites for online applications with a low-level ESL women's group: the [Practice Online Application](#) from www.experienceworks.org and The [Practice Application](#) at spreadsheets.google.com. (Google “practice application”.)
- “For intermediate ESL learners, the [Practice Application for the Miracle Widget Repairs Co](#) (<http://www.stratford.lib.ct.us/job/practiceapplication.html>) is more complicated, but very realistic,” she added.
- Hawaii's Department of Labor posts a [Sample Job Application Form](#) that includes information typically found on a company application. Google “careerkokua application”.
- Nell Eckersley, moderator of the Technology and Distance Learning Discussion List, suggested, “How to remember your password, what information is okay to post on a Web site, how to judge if a Web site is trustworthy, etc are important parts of lessons to support filling out online forms.”



They do tech well in California!

California was a pioneer in bringing technology and distance learning to adult education with the Outreach and Technical Assistance Network (www.otan.us). Director Marian Thacher recently highlighted some key areas of the site, suggesting, “Under the ‘Ed Technology & Media’ tab, start with the video gallery. We have been producing short videos about technology in the classroom for about ten years. This is a good place for teachers to actually see what it looks like using interactive whiteboards or audience response systems (clickers) in the classroom.” A section on “computer-based activities” includes lessons such as making a calendar, making business cards, etc.

“The ‘Teaching Tools & Resources’ tab leads to many different resources and ideas for teachers. One place to start is with Web-Based Class Activities. Here we post a new article each month about an interactive Web site that provides the basis for classroom activities.” The February topic was Wallwisher, a site for creating a class wall or bulletin board. March focused on Women's History Month, April on financial literacy. Lesson plans, activities, and links can also be found by program type (ESL/citizenship/EL Civics, ABE, adults with disabilities, etc.).

OTAN also provides a Lesson Plan Builder under the Teaching Tools tab. According to a review in *Adult Basic Education and Literacy Journal* (April 2011), “Although it is tailored for California, it could be useful in other states. It is intended for both new and experienced teachers. It uses a well-respected model for lesson planning (warm up, introduction, presentation, practice, evaluation, and application) developed by UCLA professor Madeline Hunter.

“Using the OTAN online template, you set goals and objectives and work your way through all parts of the plan to the evaluation. You can save a section and return to the plan later. When you are done, you can submit it and/or save it as a Word or PDF file to your own computer. You can do only one lesson, or you can build a series of lesson plans that add up to a curriculum unit. A lesson plan can be simple — a plan for one period — or it can be complex and involve many periods. Lesson content can include video, audio, or Web pages.”

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LINCS highlights Myrna Manley's work

[Algebraic Thinking in Adult Education](#), a 2010 paper by Nevada numeracy expert Myrna Manly and Lynda Ginsburg, explores the reasons that algebraic thinking is necessary for adults to enable them to meet the demands of the workplace of the future. The paper recommends two significant changes in our concept of algebra and the ways we teach it: a

shift from thinking of algebra as one course to thinking of it as a content strand integrated into arithmetic instruction and a shift from thinking of algebra as merely manipulation skills to thinking of it as a means of representing and analyzing real situations." The paper is available from LINCS' Basic Skills Resource Collection (www.lincs.ed.gov, click on LINCS Resource Collections, then on Basic Skills).

Also under Basic Skills/Writing is [Learning to Write in the Laptop Classroom](#), which discusses how using computers to draft and revise pieces of writing have a positive effect on writing quality. The study showed substantial positive changes in each stage of the writing process, including better access to information sources for planning and pre-writing, easier drafting of papers, more access to feedback, more frequent and extensive revision, and greater opportunities to publish final papers or otherwise disseminate them to real audiences. While this study was of K-12 students, the results would be of interest to adult literacy practitioners.

LINCS maintains three Resource Collections containing vetted resources around 12 different topics. To access, visit <http://lincs.ed.gov>.

Research updated

Kaye Beall, co-Director, LINCS Regional Resource Center 1, recently announced the availability of [Adult Education Literacy Instruction: A Review of the Research](#). The report is a follow-up to the original review of Adult Education reading instruction, *Research-Based Principles for Adult Basic Education Reading Instruction*, published in 2002.

Designed as a resource for both practitioners and reading researchers, the report analyzes the adult education reading instruction research base, focusing on findings that can be derived from the research and their application in adult education settings. It includes research findings from reviews of adolescent reading instruction, reading-writing connections, and reading and writing instruction for ESL students.

Download the free PDF report from www.lincs.ed.gov, publications section.

What if 1,000 Las Vegas dropouts ... didn't?

The Alliance for Excellent Education (www.all4ed.org) projected the likely benefits if just 1,000 Las Vegas area dropouts had graduated.

These 1,000 new graduates would likely earn \$10 million in additional earnings each year; spend an additional \$1 million each year purchasing vehicles and, by the time they reached the midpoint of their careers, would buy homes worth \$29 million more than what they would likely have spent without a diploma.

This economic activity would support 70 new jobs in the region, increase the gross regional product by \$13 million, and pour an additional \$700,000 annually into state and local coffers, all through the graduates' increased spending and investments.

Whom do you trust?

According to a 2009 Nielsen Global Online Consumer Survey of more than 25,000 Internet consumers from 50 countries, people trust information posted online by peers a bit more than they trust information from newspapers.

Recommendations from friends and personal acquaintances are the most trusted forms of advertising. The following data from the Nielsen study show how much consumers trust various sources of information, "somewhat" or "completely."

Recommendations from peers	90%
Consumer opinions posted online	70%
Brand websites	70%
Editorial content (e.g., newspaper article)	69%
Brand sponsorships	64%
TV	62%
Newspaper	61%
Magazines	59%
Billboards/outdoor advertising	55%
Radio	55%
Emails from companies	54%
Ads before movies	52%
Search engine results ads	41%
Online video ads	37%
Online banner ads	33%
Text ads on mobile phones	24%

This professional development project is a leadership activity funded by a grant from the Nevada State Department of Education, Workforce Investment Act, Title II (Adult Education and Family Literacy). There is no discrimination or denial of participation on the basis of race, color, sex, age, religion or religious creed, national origin, sexual orientation, ancestry, or disability.

Key conferences through 2011

What: National Career Pathways Network (NCPN) conference, Oct 12-14, Orlando, FL

Contact: <https://www.ncpn.info/2011-ncpn-conf.php>

What: AAACE, October 30-November 4, Indianapolis, IN

Contact: www.aaace.org

What: ProLiteracy's United States Conference on Adult Literacy™ (USCAL), November 2-5, Houston, TX

Contact: info@proliteracy.org; 888/528-2224

What: Effective Transitions in Adult Education (Nat'l College Transition Network), November 14-15, Providence, RI

Contact: www.collegetransition.org



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